

Fall 2002
Revised Annotations April 2007

1. 9

Narrative

Benchmarks

1.9 In narrative writing, students organize and relate a series of events, fictional or actual, in a coherent whole. This is evident when students:

PreK – 4:

- A.. Recount in sequence several parts of an experience or event, commenting on their significance and drawing a conclusion from them; or create an imaginative story with a clear story line in which some events are clearly related to the resolution of a problem;
- B. Use dialogue and/or other strategies appropriate to narration; and
- C. Select details consistent with the intent of the story, omitting extraneous details.

5-8: Evidence Pre-K – 4 applies, plus --

- D. Establish a situation/plot, point of view, setting, and conflict;
- E. Develop characters through action, speech, relationship to others, etc.; and
- F. Use a range of narrative strategies.

9-12: Evidence PreK – 8 applies, plus –

- G. Engage readers by creating a context that makes clear the significance of the story and of its central idea or tension;
- H. Control both the movement (chronology) and the pace of the story;
- I. Effectively use a range of narrative strategies;
- J. Effectively use dialogue; and
- K. Unify all narrative aspects of the story.

Grade 3 Benchmarks

The Farm Sheep and the Bighorn Sheep	Exceeds the Standard (4)
My Lost Kittens	Meets the Standard (3)
The Huge tidal Wave	Meets the Standard (3)
Max's Scare	Below the Standard (2)
The Great Escape	Below the Standard (1)

1.9 Narratives Revised Rubric**K - 4**

1.9 In written narratives, students organize and relate a series of events, fictional or actual, into a coherent whole.

<i>Dimensions of Writing Standard 1.5 Criteria</i>	<i>Score Point 4</i> Shows evidence of exceeding the standard	<i>Score Point 3</i> Shows evidence of meeting the standard	<i>K – 3 Below the Standard</i>	
			<i>Score Point 2</i> (Grade 4) Shows evidence of being below the standard	<i>Score Point 1</i> (Grade 4) Basic and limited writing
<i>Purpose</i> <ul style="list-style-type: none"> Context Establishes point of view, situation, problem/conflict/challenge, and plot, as necessary. 	Establishes effective context Effectively presents main characters, conflict/problem/challenge, and resolution Maintains clear topic and focus around central problem	Establishes adequate context Presents characters, conflict/problem challenge, and resolution Maintains clear topic and focus around central problem	Vague sense of context May lack resolution. Has topic, attempts focus	No context Lacks conflict/problem/challenge. and/or resolution Topic and/or focus unclear
<i>Organization</i> <ul style="list-style-type: none"> Overall coherence Sequential Transitions 	Strong beginning, middle, and end Uses transitions effectively.	Beginning, middle, and end, but beginning and/or end may need work Uses transitions	May have digressions and/or gaps in the story Few transitions	Little or no organization Major gaps in coherence Lacks transitions
<i>Details/ Elaboration</i> <ul style="list-style-type: none"> Describing Sensory and concrete details Dialogue 	Relevant, concrete details create vivid images Details advance the action Effective use of dialogue and/or sensory and concrete details Shows character motivation, development, growth, or change	Details may create images Details may advance the action May use dialogue, sensory and concrete details Shows character motivation and development	Some details may not be effective May only identify characters	May list some generic or random details May only identify characters
<i>Voice and Tone</i> <ul style="list-style-type: none"> Vocabulary Sentence structure Sentence variety 	Uses precise language effectively and purposefully	Uses appropriate vocabulary	Uses vocabulary and sentence structure below grade level	

❖ The benchmarks define the performance level of the descriptors for each grade.

The Farm Sheep and the Bighorn Sheep

Once there was a herd of farm sheep. They had a very nice owner and enough to eat, and they were healthy and had a good barn and field to live in. But in spite of all those good things, they were unhappy.

“Our life is too boring,” they said.

Then one day, a lamb had an idea. She said that a few weeks before, she had seen a herd of bighorn sheep. “Maybe they will let us join them. Their life is interesting,” she said.

All the other sheep thought that was a great idea.

The next day, the bighorn sheep came by the field. “Please may we join your herd?” the farm sheep said.

At first, the bighorn sheep said, “No, you are meant to live on a farm, not to be wild.” But the farm sheep kept pleading so finally the bighorn sheep said, “Oh, all right. But you have to show us that you can survive without a farmer. If you can’t, you’ll have to go back to the farm.”

“Okay,” said the farm sheep. They got out of the pen.

The farm sheep followed the bighorn sheep as they walked along a path, then the bighorn sheep turned and walked up a cliff. The farm sheep tried to follow, but they couldn’t. One of the bighorn sheep lambs had to take them a different way that was longer.

When they got where they were going, the bighorn sheep were already there.

“We are so hungry,” said the farm sheep.

“Well,” said the bighorn sheep, “you’re in luck: this is where we eat,” and they began eating grass.

“Where’s the grain? Where are the salt licks?” said the farm sheep.

“Grain? Salt licks?” asked a bighorn sheep. “We do not eat those. We do not have any. If you want grain or salt licks, go back to the farm.”

“Fine, we’ll eat grass,” said the farm sheep.

A couple of days later, the bighorn sheep lambs were trying to teach the farm lambs how to hop, and the grownup bighorn sheep were trying to teach the grownup farm

sheep what not to eat, and how to make the danger signal, and other things that they absolutely needed to know, so they did not see the pack of wolves coming.

Then a bighorn lamb saw them, and told its father, who made the danger signal. All the bighorn sheep ran off, but the farm sheep had not listened when the bighorn sheep told them what the danger signal was, so they just stayed there.

And just as the wolves were about to get them, the bighorn sheep realized, and all the grownups began butting the wolves with their horns. And the lambs took the farm sheep to a safe place, and all the sheep decided to move.

They moved to a different cliff, and they had to go the long way because the farm sheep could not climb the cliffs. When they got there, the farm sheep said, “We are starving,” and they began eating grass.

“Be careful,” said the bighorn sheep. “This cliff has a lot of snails, the kind that give sheep lungworm.”

“Nonsense,” said the farm sheep. “You were healthy sheep back at the farm, we are healthy sheep now.”

“No,” said the bighorn sheep. “You were only healthy because the farmer gave you shots and medicine.”

But it was too late. They had already eaten too many snails. The next day, all the farm sheep had lungworm. The bighorn sheep told them to stay in the empty cave that was nearby while they went to get the wise old badger, who always cured them when they got any diseases.

While they were away, the farm sheep talked and talked and finally made a decision.

When the wise old badger had cured them, they said to the bighorn sheep, “Good bye and thank you very much, we are going back to the farm.”

When the farmer saw them, she was so happy that she had a celebration with salt licks and grain for all the sheep.

And from then on they never thought that their life was boring again.

The Farm Sheep and the Bighorn Sheep

Once there was a herd of farm sheep. They had a very nice owner and enough to eat, and they were healthy and had a good barn and field to live in.

Effective context

But in spite of all those good things, they were unhappy. ← *Sets problem*

“Our life is too boring,” they said.

Then one day, a lamb had an idea. She said that a few weeks before, she had seen a herd of bighorn sheep. “Maybe they will let us join them. Their life is interesting,” she said. *Establishes character motivation*

All the other sheep thought that was a great idea.

The next day, the bighorn sheep came by the field. “Please may we join your herd?” the farm sheep said.

Effective use of dialogue; dialogue advances action and is interspersed with description, action, and thoughts

At first, the bighorn sheep said, “No, you are meant to live on a farm, not to be wild.” But the farm sheep kept pleading so finally the bighorn sheep said, “Oh, all right. But you have to show us that you can survive without a farmer. If you can’t, you’ll have to go back to the farm.”

“Okay,” said the farm sheep. They got out of the pen.

The farm sheep followed the bighorn sheep as they walked along a path, then the bighorn sheep turned and walked up a cliff. The farm sheep tried to follow, but they couldn’t. One of the bighorn sheep lambs had to take them a different way that was longer.

Relevant details advance story line

When they got where they were going, the bighorn sheep were already there.

“We are so hungry,” said the farm sheep.

“Well,” said the bighorn sheep, “you’re in luck: this is where we eat,” and they began eating grass.

“Where’s the grain? Where are the salt licks?” said the farm sheep.

“Grain? Salt licks?” asked a bighorn sheep. “We do not eat those. We do not have any. If you want grain or salt licks, go back to the farm.”

Dialogue advances action; concrete details and precise language

“Fine, we’ll eat grass,” said the farm sheep.

White space used as transition

A couple of days later, the bighorn sheep lambs were trying to teach the farm lambs how to hop, and the grownup bighorn sheep were trying to teach the grownup farm sheep what not to eat, and how to make the danger signal, and

other things that they absolutely needed to know, so they did not see the pack of wolves coming.

Then a bighorn lamb saw them, and told its father, who made the danger signal. All the bighorn sheep ran off, but the farm sheep had not listened when the bighorn sheep told them what the danger signal was, so they just stayed there.

And just as the wolves were about to get them, the bighorn sheep realized, and all the grownups began butting the wolves with their horns. And the lambs took the farm sheep to a safe place, and all the sheep decided to move.

*Concrete details
create a picture*

They moved to a different cliff, and they had to go the long way because the farm sheep could not climb the cliffs. When they got there, the farm sheep said, “We are starving,” and they began eating grass.

“Be careful,” said the bighorn sheep. “This cliff has a lot of snails, the kind that give sheep lungworm.”

“Nonsense,” said the farm sheep. “You were healthy sheep back at the farm, we are healthy sheep now.”

“No,” said the bighorn sheep. “You were only healthy because the farmer gave you shots and medicine.”

*Dialogue reveals
character traits and
advances story line*

But it was too late. They had already eaten too many snails. The next day, all the farm sheep had lungworm. The bighorn sheep told them to stay in the empty cave that was nearby while they went to get the wise old badger, who always cured them when they got any diseases.

While they were away, the farm sheep talked and talked and finally made a decision.

When the wise old badger had cured them, they said to the bighorn sheep, “Good bye and thank you very much, we are going back to the farm.”

*Dialogue shows
character change*

When the farmer saw them, she was so happy that she had a celebration with salt licks and grain for all the sheep.

And from then on they never thought that their life was boring again.

Satisfying conclusion

Exceeds the Standard

This advanced narrative exceeds the standard for grade 3. The writer sets context and a problem (the farm sheep are bored) and then develops a plot with multiple complications through the skillful use of concrete details and realistic dialogue. The writer used knowledge about the types of sheep to create an effective narrative that shows, not tells.

Note: This piece of writing was written after a classroom unit on mammals; the student put research details (salt licks, wolves, lungworm) into the narrative.

My Lost Kittens

One sunny day my mom and I took our kittens for a walk around our house. The kittens were very excited because it was their first time. My kittens names are Flounder and Aerial. Aerial is a girl and Flounder is a boy with a circle on his side. They are both the color yellow and white. When we took the kittens outside we had to be very careful so they would not get loose. Then a car drove by. It scared them and they ran. Their harnesses got loose and they went into the woods. We went inside to put away the harnesses and the leashes. Then we went back outside to look for them in the woods. We looked left and right but we couldn't find them. We went back home to make signs to put up that said: LOST KITTENS yellow and white call 569-9823. We were very sad. After a few mouths still no one could find them. But when we were looking for them the kittens were look for us they really wanted to find their way home. The kitten aske a cat named Shadow for help. Shadow said they lived next door but they were not home the were on vacation. Shadow brought them inside to Theresa. When Theresa saw them she knew who they lived with. Theresa took care of them until we came home she called us and siad "I have a surprise for you!!" I thought that she had found our kittens. When we went over to her house we followed her up to the bedroom and saw a cage when she opened the door. We saw our kittens in it. We were so happy that we went right over and unlocked it. The kittens ran out of the cage and over to us. We took them home and thanked Theresa. We were very happy to see them. And they were happy to us too.

1.9 Narrative
Grade 3
Effectiveness Score = 3

My Lost Kittens

One sunny day my mom and I took our kittens for a walk around our house. The kittens were very excited because it was their first time. My kittens names are Flounder and Aerial. Aerial is a girl and Flounder is a boy with a circle on his side. They are both the color yellow and white. When we took the kittens outside we had to be very careful so they would not get loose. Then a car drove by. It scared them and they ran. Their harnesses got loose and they went into the woods. We went inside to put away the harnesses and the leashes. Then we went back outside to look for them in the woods. We looked left and right but we couldn't find them. We went back home to make signs to put up that said: LOST KITTENS yellow and white call 569-9823. We were very sad. After a few mouths still no one could find them. But when we were looking for them the kittens were look for us they really wanted to find their way home. The kitten aske a cat named Shadow for help. Shadow said they lived next door but they were not home the were on vacation. Shadow brought them inside to Theresa. When Theresa saw them she knew who they lived with. Theresa took care of them until we came home. A little bit after we came home she called us and siad "I have a surprise for you!!" I thought that she had found our kittens. When we went over to her house we followed her up to the bedroom and saw a cage when she opened the door. We saw our kittens in it. We were so happy that we went right over and unlocked it. The kittens ran out of the cage and over to us. We took them home and thanked Theresa. We were very happy to see them. And they were happy to us too.

Sets context and characters with concrete details

Problem

Relevant details advance story line

Transition

Vague pronoun causes confusion

Transitions; effective use of dialogue

Conclusion provides closure to the problem

Meets the Standard

In this narrative, the writer presents context, characters, and problem. The writer focuses on the search for the lost kittens and his/her feelings through the search. The story has a clear beginning, middle focused around a central problem, and end. Despite the lack of indenting, effective transitions keep the story moving forward. The conclusion has enough details to satisfy the reader.

The Huge Tidal Wave

It was 1968 and Alberto set out to build a boat. They call this boat the Ocrha. It was a huge motor boat. Robert was the Captain and Sam was the 1st Mate. It was January 5th, 1969 when they left for Hawaii on a vacation. People warned them that taking a boat to Hawaii this time of year was dangerous. The men heard of tidal waves that could sink even the largest of boats, but they went anyway.

Once they were in the middle of the Pacific Ocean, they heard a tidal wave. It sounded like a monster screaming. Sam tried to turn the boat, but the wave hit the boat, and killed both Sam and Robert. Alberto tried to call for help, but the phone was broken. Alberto tried to go out a porthole, but the water pushed him back inside the boat. At this point, half the boat was under water. By pushing himself through the rushing water he was able to get out. He swam to the surface. He watched the boat go under. He was sad because he had built the boat and his good friends Sam and Robert died in the boat. Then he found a floating piece of the boat, and held on for his life.

The next day, a coast guard boat found him. They took him to Hawaii. Alberto lived in Hawaii for 10 years, then he died at the age of 61. The sad memory of the men lasted throughout Hawaii for many years. Even to this day, people remember not to travel to Hawaii during January.

1.9 Narrative
Grade 3
Effectiveness Score = 3

The Huge Tidal Wave

It was 1968 and Alberto set out to build a boat. They call this boat the Ocrha. It was a huge motor boat. Robert was the Captain and Sam was the 1st Mate. It was January 5th, 1969 when they left for Hawaii on a vacation. People warned them that taking a boat to Hawaii this time of year was dangerous. The men heard of tidal waves that could sink even the largest of boats, but they went anyway.

*Establishes context
with believable,
factual information*

*Problem; simile adds
dramatic effect*

Once they were in the middle of the Pacific Ocean, they heard a tidal wave. It sounded like a monster screaming. Sam tried to turn the boat, but the wave hit the boat, and killed both Sam and Robert. Alberto tried to call for help, but the phone was broken. Alberto tried to go out a porthole, but the water pushed him back inside the boat. At this point, half the boat was under water. By pushing himself through the rushing water he was able to get out. He swam to the surface. He watched the boat go under. He was sad because he had built the boat and his good friends Sam and Robert died in the boat. Then he found a floating piece of the boat, and held on for his life.

*Complications to
problem add
suspense;
transitions add
coherence*

The next day, a coast guard boat found him. They took him to Hawaii. Alberto lived in Hawaii for 10 years, then he died at the age of 61. The sad memory of the men lasted throughout Hawaii for many years. Even to this day, people remember not to travel to Hawaii during January. ← *Satisfying ending*

Meets the Standard

This third-grade narrative establishes good context and presents characters with a believable challenge. Specific details advance the action after the tidal wave hits the boat and build suspense. The ending includes a satisfying connection to the main problem (“... taking a boat to Hawaii this time of year was dangerous”).

1.9 Narrative
Grade 3**Max's Scare**

One hot summer day Max's owner wanted to take Max for a duck hunt. The only problem is that he is afraid of gunshots. Max was part beagle, part boxer dog. He really wanted to be a bird dog. The owner's and his wife's names were Doug and Mickey. They took a vacation on August 3rd. They took a vacation because they were tiered of trying to teach Max not to be afraid of gunshots. Doug gave him to their neighbore Mike. Mike loved to hunt. That afternoon he took Max for a hunt. When Mike aimed at a deer Max fought to run so he couldn't hear it. Mike was carefully aimed but when Max tuded he accidently missed and hit a tree. Max was gone in 5 seconds. Doug and Mickey came home on September 12th and Mike tried not to panick when they came in. Then Doug came and said "Why was Max out beside the road alone? Mike sighed. "I thought you weren't coming home until October 4th." Mike said. Mickey said "The cruise ship made us woozy. When was that? Mike asked. On September 1st. Replied Mickey. But the airline was slow and we couldn't get on the plan until 9:00 p.m. yesterday/ Doug said. Mike knew of a place were you can train your dogs for free! So he told them about it. He drew a map to 88 St. were you turn to the place. That is were Doug and Mickey drove Max. They put his leash on to walk him inside. Mike accidently made a map to Ames. Doug had steam coming out of his ears because he was so mad. Mickey foound a well to get a bucket to throw on his head. She did. Doug said "Thancks." They took Max home. Mike said "I'm sorry that I drew a map to Ames." "Here's the real map." He finished. Then they got the right place and Max wasn't afraid of gunshots anymore, after the person was done.

1.9 Narrative
Grade 3
Effectiveness = Below the Standard (2)

Max's Scare

One hot summer day Max's owner wanted to take Max for a duck hunt. The only problem is that he is afraid of gunshots. Max was part beagle, part boxer dog. He really wanted to be a bird dog. The owner's and his wife's names were Doug and Mickey. They took a vacation on August 3rd. They took a vacation because they were tiered of trying to teach Max not to be afraid of gunshots. Doug gave him to their neighbore Mike. Mike loved to hunt. That afternoon he took Max for a hunt. When Mike aimed at a deer Max fought to run so he couldn't hear it. Mike was carefully aimed but when Max tugged he accidentally missed and hit a tree. Max was gone in 5 seconds. Doug and Mickey came home on September 12th and Mike tried not to panick when they came in. Then Doug came and said "Why was Max out beside the road alone? Mike sighed. "I thought you weren't coming home until October 4th." Mike said. Mickey said "The cruise ship made us woozy. When was that? Mike asked. On September 1st. Replied Mickey. But the airline was slow and we couldn't get on the plan until 9:00 p.m. yesterday. Doug said. Mike knew of a place were you can train your dogs for free! So he told them about it. He drew a map to 88 St. were you turn to the place. That is were Doug and Mickey drove Max. They put his leash on to walk him inside. Mike accidentally made a map to Ames. Doug had steam coming out of his ears because he was so mad. Mickey found a well to get a bucket to throw on his head. She did. Doug said "Thancks." They took Max home. Mike said "I'm sorry that I drew a map to Ames." "Here's the real map." He finished. Then they got the right place and Max wasn't afraid of gunshots anymore, after the person was done.

**Context and
problem
established**

**Inconsistencies in
actions of characters**

**Gap in the story affects
coherence**

**Details are
irrelevant**

**Gap in story; details
wander from topic;
digression**

Vague conclusion; lacking details about solution to the problem

Below the Standard (2)

This writer has an effective beginning with context and an attempted problem/focus. However, the narrative bogs down in too many irrelevant details that do not contribute to the story line, while the ending lacks the details it needs to have resolution to the problem.

***1.9 Narrative
Grade 3***

It was a hot July morning and we where going to the Great Escape. Once we got there dad and I went on a upside down roller coaster! It was very scary. Then we went to the wave pool. It was like the ocean. Then we went to on a tube that went around. Then we went on a the Black cobra it was a black tube that did turns. Then we went on some Other rides and we had lunch. Then we went on river raft rides, the ferris wheel and the log ride then we went on some other rides. Then we went To a motel that was 1 mile away from the Great Escape then we went home.

1.9 Narrative
Grade 3
Effectiveness =Below the Standard (1)

It was a hot July morning and we where going to the Great Escape. Once we got there dad and I went on a upside down roller coaster! It was very scary. Then we went to the wave pool. It was like the ocean. Then we went to on a tube that went around. Then we went on a the Black cobra it was a black tube that did turns. Then we went on some Other rides and we had lunch. Then we went on river raft rides, the ferris wheel and the log ride then we went on some other rides. Then we went To a motel that was 1 mile away from the Great Escape then we went home.

*Thin context:
characters identified*

*“And then”
chronology tells,
does not show*

Below the Standard (1)

This narrative(which reads like a report) is a “bed-to-bed” story which lists events with minimal elaboration. The writer supplies no conflict or problem, no focus, and minimal organization of random details. Only one character is identified.